



## **U.S. Department of Education Green Ribbon Schools *Directions for California School Application* 2014 - 2015**

Thank you for your interest in completing the California Department of Education's (CDE) application for nomination to U.S. Department of Education Green Ribbon Schools (ED-GRS). In order to complete this application, you will need to collect data about your school's facility, health, physical education, and safety policies; food services; and environmental and sustainability curriculum.

ED-GRS recognizes schools and districts taking a comprehensive approach to greening their schools. A comprehensive approach incorporates environmental education while improving environmental and health impacts. Becoming a U.S. Department of Education Green Ribbon School is a three-step process:

1. Complete the Application Interest Survey at:  
<http://surveys2.cde.ca.gov/go/greenribboninterest.asp>.
2. Complete and submit the online application to be selected as a state nominee.
3. If selected, work with CDE staff to complete the Nominee Presentation Form and package that CDE will develop and send to the U.S. Department of Education (ED).

ED selects honorees from those presented by eligible nominating authorities nationwide. Selection is based on documentation of the applicant's high achievement in the Three Pillars of ED-GRS:

Pillar I – Reduce environmental impact and costs.

Pillar II – Improve the health and wellness of students and staff.

Pillar III – Provide effective environmental and sustainability education, incorporating Science, Technology, Engineering, and Mathematics (STEM), civic skills, and green career pathways.

### ***Completing the Application***

**The 2014-15 application is online only from September 12, 2014 through December 29, 2014. The application must be submitted online no later than 5:00 P.M. PST on December 29, 2014. To receive an application, you must complete the Application Interest Survey at <http://surveys2.cde.ca.gov/go/greenribboninterest.asp>. This Application Interest Survey will be available beginning September 5, 2014.**

The questions in this application will help you demonstrate your high achievement in the Three Pillars. Schools demonstrating exemplary achievement in all Three Pillars will



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receive the highest rankings. Some of the questions will require you to reach out to a variety of school and district personnel to gather quantifiable data. We hope you will

assemble a team to work together to complete this application. This team may include physical plant directors, physical education directors, food services directors, curriculum directors, finance department representatives (for access to purchase orders, etc.), classified school employees, parents, principals, academic department chairs, and teachers. A class or group of students may also work with the team.

Included in this directions package is an Application Outline and a List of Questions included in the application. You may wish to consult the List of Questions prior to initiating the online application.

Your online application is associated with a unique URL. Please do not share your application URL outside of your team; each applicant must request their own application by completing the Application Interest Survey. Please save your work early and often.

Many of the questions in this application require a narrative explanation limited to a certain number of characters. We advise typing your responses in a word processing program in order to run a spell-check and character count. Narratives typed in another program may be copied and pasted into the online application.

### ***Photographs and Video Content***

Additionally, up to ten photographs or ten minutes of video content demonstrating the Three Pillars of ED-GRS may be submitted. All photographs and video submitted must be permissioned for Web and publication use by CDE and ED. Directions for submitting photographs or video will be emailed to each applicant as part of the application confirmation.

Photographs and video content will not be scored.

### **Timeline**

September 5, 2014	Application Interest Survey opens
September 12, 2014	Online applications distributed by e-mail on a rolling basis
December 29, 2014	Applications submitted through the CDE Web page until 5:00 P.M. PST
February 1, 2015	California nominees submitted by CDE to the U.S. Department of Education
April 22, 2015	U.S. Department of Education announces honorees
July 2015	U.S. Department of Education hosts national recognition award ceremony

## Technical Assistance – Public Schools

For assistance in completing this application, please contact Lesley Taylor in the School Facilities and Transportation Services Division at 916-322-0310 or by e-mail at [greenribbonschools@cde.ca.gov](mailto:greenribbonschools@cde.ca.gov).

## Technical Assistance – Private Schools

Private schools are eligible to apply. These applications will be reviewed, scored, and nominated by the California Association of Private School Organizations (CAPSO). For assistance in completing this application, please contact CAPSO representative Paul Chapman at [pchapman5@gmail.com](mailto:pchapman5@gmail.com).

## Application Outline

ED-GRS Pillars and Elements	Points
<b>Cross-Cutting Questions:</b> Participation in green school programs	5 points
<b>Pillar I: Reduce environmental impact and costs – 30%</b>	
<b>Element IA:</b> Reduced or eliminated greenhouse gas (GHG) emissions – energy, buildings	15 points
<b>Element IB:</b> Improved water quality, efficiency, and conservation – water, grounds	5 points
<b>Element IC:</b> Reduced waste production – waste, hazardous waste	5 points
<b>Element ID:</b> Use of alternative transportation	5 points
<b>Pillar II: Improve the health and wellness of students and staff – 30%</b>	
<b>Element IIA:</b> Integrated school environmental health program – integrated pest management, contaminant controls and ventilation, asthma control, indoor air quality, moisture control, chemical management	15 points
<b>Element IIB:</b> Nutrition and fitness – fitness and outdoor time, food and nutrition, coordinated school health	15 points
<b>Pillar III: Provide effective environmental and sustainability education, incorporating STEM, civic skills, and green career pathways – 35%</b>	
<b>Element IIIA:</b> Interdisciplinary learning about the key relationships between dynamic environmental, energy, and human systems	20 points
<b>Element IIIB:</b> Use of the environment and sustainability to develop STEM content, knowledge, and thinking skills	5 points
<b>Element IIIC:</b> Development and application of civic knowledge and skills	10 points
<b>Total</b>	100 points

## **List of Questions**

### Cross-cutting Questions

[5 points total]

**Is your school participating in a local, state, or national school program which asks you to benchmark progress in some fashion in any or all of the Pillars?**

[1.5 points]

Yes/No

[If yes] **What program(s) and level(s) were achieved?** (500 characters maximum including spaces)

**Has your school, staff, or student body received any awards for facilities, health, or environment?**

[1.5 points]

Yes/No

[If yes] **List the award(s) and year(s) received:** (500 characters maximum including spaces)

**Is there a forum provided where all representative stakeholders involved in the daily operation of the school (such as students, faculty, maintenance, and cafeteria staff) can meet to discuss, plan, and implement ongoing green efforts?**

[2 points]

Yes/No

[If yes] **If yes, describe:** (1,000 characters maximum including spaces)

## Pillar I: Reduced Environmental Impact and Costs

### Element IA - Energy

[15 points total]

**Does your school have a plan in place to manage and reduce energy use, such as an energy master plan, an energy conservation plan, an energy charter, an energy action plan, or energy conservation guidelines?**

[1 point]

Yes/No

[If yes] **If yes, describe what type of plan:** (500 characters maximum including spaces)

**Can your school demonstrate a reduction in greenhouse gas (GHG) emissions?**

[up to 2 points]

Yes/No

[If yes] **Percentage reduction over time:** (Example: 15% reduction from 09/2010 to 06/2014)

[If yes] **Initial GHG emissions rate:** *(MTeCO<sub>2</sub>/person)*  
[If yes] **Final GHG emissions rate:** *(MTeCO<sub>2</sub>/person)*  
[If yes] **Offsets purchased, if any:**  
[If yes] **How did you calculate the reduction?** *(500 characters maximum including spaces)*

**Do you track resource use in EPA ENERGY STAR Portfolio Manager?**

*[up to 2 points]*

Yes/No

[If yes] **If yes, what is your score?**

[If yes] **If score is above 75, year of ENERGY STAR certification:**

**Has your school reduced its total non-transportation energy use from an initial baseline?**

*[up to 2 points]*

Yes/No

[If yes] **Current energy usage by student:** *(kBTU/student/year)*

[If yes] **Current energy usage by area:** *(kBTU/square feet/year)*

[If yes] **Percentage reduction over time:** *(Example: 15% reduction from 09/2010 to 06/2014)*

[If yes] **How did you document this reduction?** *(500 characters maximum including spaces)*

**What percentage of your school's energy is obtained from on-site renewable energy generation and what type?**

*[1 point]*

**What percentage of your school's energy is obtained from purchased renewable energy and what type?**

*[1 point]*

**Does your school participate in federal, state, or utility school energy program(s)?**

*[1 point]*

Yes/No

[If yes] **If yes, which program(s)?** *(500 characters maximum including spaces)*

**Describe how any school construction or renovation projects occurring in the past ten years meet green building standards, including any certification earned.**

*[up to 2 points] (1,000 characters maximum including spaces)*

**Has your school developed a program or made progress toward reducing the heat island effect with cool roofs, reduced pavements, or reflective coatings on pavement?**

*[1 point]*

Yes/No

[If yes] **Describe the program(s) and/or physical improvements made.** (500 characters maximum including spaces)

**What has your school done to reduce energy use (such as lighting retrofit, installation of an energy management system, etc.)?** (500 characters maximum including spaces)  
[up to 2 points]

Element IB – Water and Grounds  
[5 points total]

**What is your school's water use per person?** (gallons/occupant/year)  
[up to 0.5 point]

**Can you demonstrate a reduction in your school's total water consumption from an initial baseline?**  
[up to 1.5 points]

Yes/No

[If yes] **Established baseline water use:** (gallons/occupant/year)

[If yes] **Current water use over the past year:** (gallons/occupant/year)

[If yes] **Percentage reduction in domestic water use over time:** (example: 15% reduction from 09/2010 to 06/2014)

[If yes] **Percentage reduction in irrigation water use over time:** (example: 15% reduction from 09/2010 to 06/2014)

[If yes] **How did you document this reduction (e.g., ENERGY STAR Portfolio Manager, utility bills, school district reports)?** (500 characters maximum including spaces)

**Is the school's landscaping considered water-efficient and/or regionally appropriate?**

[0.5 point]

Yes/No

[If yes] **What percentage of the school's landscaping is considered water-efficient and/or regionally appropriate?**

[If yes] **What types of water-efficient and/or regionally appropriate plants are used and where are they located?** (500 characters maximum including spaces)

**Describe alternate water sources used for irrigation.** (500 characters maximum including spaces)  
[0.5 point]

**Describe any efforts to reduce storm water runoff and/or reduce impermeable surfaces.** (500 characters maximum including spaces)  
[0.5 point]

**The school's drinking water comes from:**

[0.5 point]

Municipal water source/Well on school property/Other

**Describe how the water source is protected from potential contaminants.**

*(500 characters maximum including spaces)*

**Describe the program in place to control lead in drinking water.** *(500 characters maximum including spaces)*

[0.5 point]

**What percentage of the school grounds are devoted to ecologically beneficial uses (such as rain gardens, wildlife or native plant habitat, outdoor classrooms)?**

[0.5 point]

**Describe uses.** *(500 characters maximum including spaces)*

**Element IC – Waste**

[5 points total]

**What percentage of solid waste is diverted from landfilling or incinerating due to reduction, recycling, and/or composting?** *(complete **all** of the calculations below)*

[up to 0.5 point]

**Is service stopped or reduced during non-service times?**

Yes/No

**A = Monthly garbage service in cubic yards:** *(garbage dumpster size(s) x number of collections per month x percentage full when emptied or collected)*

**B = Monthly recycling volume in cubic yards:** *(recycling dumpster size(s) x number of collections per month x percentage full when emptied or collected)*

**C = Monthly compostable materials volume(s) in cubic yards:** *(food scrap/food soiled paper dumpster size(s) x number of collections per month x percentage full when emptied or collected)*

**Recycling rate:**  $((B+C)/(A+B+C)) \times 100$

**Monthly waste generated per person:** *(A/number of students and staff)*

**What percentage of your school's total office/classroom paper content is postconsumer material, fiber from forests certified as responsibly managed, and/or chlorine-free?**

[0.5 point]

**List the amounts of hazardous materials used at your school, including specific products and how they are measured and disposed of properly.**

[0.25 point]

**Flammable liquids:**

**Corrosive liquids:**

**Toxics:**

**Mercury:**



**How have you reduced your hazardous waste generation (lbs/person/year)?** (500 characters maximum including spaces)

[0.75 point]

**Time period measured:** (mm/yy - mm/yy)

**How is waste disposal and recycling tracked?** (500 characters maximum including spaces)

[0.5 point]

**Describe other progress and measures taken to reduce solid waste and elimination of hazardous waste.** (500 characters maximum including spaces)

[0.5 point]

**Describe your school's green cleaning custodial program, including green cleaning products, services, advanced equipment, and/or policies.** (500 characters maximum including spaces)

[0.75 point]

**What percentage of all cleaning products is third-party-certified as green?**

[0.5 point]

**What specific third-party-certified green cleaning product standard does your school use?** (500 characters maximum including spaces)

[0.25 point]

**Describe how your school is implementing Environmentally Preferable Purchasing/Green Purchasing or products and equipment for administration, instruction, and/or maintenance.** (1,000 characters maximum including spaces)

[0.5 point]

**Element ID – Alternative Transportation**

[5 points total]

**What percentage of students take the following to get to/from school?**

[up to 1 point]

**Walk**

**Bicycle/scooter/skateboard**

**Carpool (2+ students in the car)**

**School bus**

**Other public transportation**

**Describe how these percentages were collected and calculated.** (500 characters maximum including spaces)

**Has your school implemented any of the following?** (Check all that apply)

[up to 1 point]

- Designated carpool parking stalls.

- *A well-publicized no-idling policy that applies to all vehicles (including school buses that are required to meet the California Airborne Toxic Control Measure to Limit School Bus Idling and Idling at Schools Regulation).*
- *Vehicle loading/unloading areas are at least 25 feet from building intakes, doors, and windows.*
- *Safe Pedestrian Routes to School or Safe Routes to School.*
- *Electric vehicle charging stations have been installed to encourage the use of these vehicles.*
- *Secure bicycle storage (such as bicycle lockers, racks, or rooms) is provided to encourage bicycling to school.*

**Describe activities in your safe routes program.** *(1,000 characters maximum including spaces)*

[1 point]

**Describe how your school transportation use is efficient and has reduced its environmental impact.** *(250 characters maximum including spaces)*

[1 point]

**Describe any other efforts toward reducing environmental impact, focusing on innovative or unique practices and partnerships.** *(1,000 characters maximum including spaces)*

[1 point]

## Pillar II: Improve the Health and Wellness of Students and Staff

### Element IIA – Environmental Health

[15 points total]

**Describe your school's Integrated Pest Management efforts, including IPM/green certifications earned, routine inspections, pest identification, monitoring, recordkeeping, etc.** *(500 characters maximum including spaces)*

[up to 1 point]

**What is the volume of your annual pesticide use (gal/student/year)? Describe efforts to reduce use.** *(250 characters maximum including spaces)*

[up to 1 point]

**Our school has a written integrated pest management plan.**

[1 point]

Yes/No

**Which of the following practices does your school employ to minimize exposure to hazardous contaminants?** *(check all that apply)*

[up to 3 points]

- *Our school prohibits smoking on campus and in public school buses.*
- *Our school has identified and properly removed sources of elemental mercury and prohibits its purchase and use in the school.*
- *Our school uses fuel burning appliances and has taken steps to protect occupants from carbon monoxide (CO).*
- *Our school does not have any fuel burning combustion appliances.*
- *Our school adheres to the Asbestos Act and has an asbestos management plan in place.*
- *Our school has tested all frequently occupied rooms at or below ground level for radon gas and has fixed and retested all rooms with levels that tested at or above 4 pCi/L or our school was built with radon resistant construction features and tested to confirm levels below 4 pCi/L.*
- *Our school has identified any wood playground or other structures that contain chromate copper arsenate and has taken steps to eliminate exposure.*
- *Our school has a chemical management program that includes: chemical purchasing policy (low- or no-volatile organic compounds (VOC) products), storage and labeling, training and handling, chemical inventory, hazard communication (clean-up and disposal), purchasing policy for less toxic products including less toxic art supplies, and selecting third-party-certified green cleaning products.*

**Provide specific examples of actions taken for each checked practice above.** (1,000 characters maximum including spaces, for all examples provided for practices highlighted)

**Which of the following indoor environmental standards are employed at your school?** (check all that apply)

[up to 1 point]

- *The classrooms in our school have good acoustics (less than 45 dBA).*
- *Our school has good daylighting and high-quality electrical light when needed.*
- *The classrooms in our school have good relative humidity control (ASHRAE 30-60%)*

**Provide specific examples of actions taken for each checked practice above.** (1,000 characters maximum including spaces, for all examples provided for practices highlighted)

**Describe how your school controls and manages chemicals routinely used in the school to minimize student and staff exposure.** (1,000 characters maximum including spaces)

[up to 1 point]

**Describe the steps your school has taken to ensure that it is lead-safe.** (500 characters maximum including spaces)

[up to 1 point]

**Describe actions your school takes to prevent exposure to asthma triggers in and around the school.** *(1,000 characters maximum including spaces)*

[up to 1 point]

**Describe actions your school takes to control moisture from leaks, condensation, and excess humidity and to promptly clean up mold or remove moldy materials when found.** *(1,000 characters maximum including spaces)*

[up to 1 point]

**Our school has installed local exhaust systems for major airborne contaminant sources.**

[1 point]

Yes/No

**Describe your school's practices for inspecting and maintaining the building's ventilation system and all unit ventilators to ensure they are clean and operating properly.** *(1,000 characters maximum including spaces)*

[up to 1 point]

**Describe actions your school takes to ensure that all classrooms and other spaces are adequately ventilated with outside air, consistent with state or local codes, or national ventilation standards.** *(1,000 characters maximum including spaces)*

[up to 1 point]

**Describe other steps your school takes to protect indoor environmental quality, such as implementing EPA IAQ Tools for Schools and/or conducting other periodic, comprehensive inspections of the school facility to identify environmental health and safety issues and take corrective action.** *(1,000 characters maximum including spaces)*

[up to 1 point]

## Element IIB – Nutrition and Fitness

[15 points total]

**Which practices does your school employ to promote nutrition, physical activity, and overall school health?** *(check all that apply)*

[up to 4 points]

- ☐ Our school has been recognized in the USDA's Healthier US School Challenge and/or Alliance for a Healthier Generation; provide level and year in the space below.
- ☐ Our school participates in a Farm to School program to use local, fresh food.
- ☐ Our school has an on-site food garden.
- ☐ Our school garden supplies food for our students in the cafeteria, a cooking or garden class, or to the community.

- *Our students spent at least 120 minutes per week over the past year in school-supervised physical education.*
- *At least 50% of our students' annual physical education takes place outdoors.*
- *Health measures are integrated into assessments.*
- *Our local school wellness policy addresses positive environmental and health impacts that have helped green our school.*
- *Our wellness policies and practices extend into afterschool programs and/or activities.*
- *At least 50% of our students have participated in the EPA's Sunwise (or equivalent program).*
- *The food purchased by our school is certified as environmentally preferable; provide the percentage and type in space below.*
- *Our school has an active wellness committee.*
- *Our school provides staff, students, and families information on nutrition education and/or programs.*

**Provide specific examples of actions taken for each practice, focusing on innovative or unique practices and partnerships for each checked practice.**  
*(1,000 characters maximum including spaces, for all examples provided for practices highlighted)*

**Describe the type of outdoor education, exercise, and recreation available, including time spent in the garden.** *(1,000 characters maximum including spaces)*

*[up to 1.5 points]*

**Describe the efforts being made to increase staff wellness in the areas of access to fresh fruits and vegetables and increased physical activity.** *(1,000 characters maximum including spaces)*

*[up to 1.5 points]*

**Describe any other efforts to improve nutrition and fitness, highlighting innovative or unique practices and partnerships with local growers, businesses, and community partners.** *(1,000 characters maximum including spaces)*

*[up to 2 points]*

**Does your school use a Coordinated School Health approach or other health-related initiatives to address overall school health issues?**

*[up to 2 points]*

Yes/No

**[If yes] If yes, describe the health-related initiatives or approaches used by the school.** *(1,000 characters maximum including spaces)*

**Does your school partner with any postsecondary institutions, businesses, nonprofit organizations, or community groups to support student health and/or safety?**

*[up to 2 points]*

Yes/No

[If yes] **If yes, describe these partnerships.** *(1,000 characters maximum including spaces)*

**Does your school have a full-time school nurse and/or a school-based health center?**

[0.5 point]

Yes/No

[If yes] **If yes, describe these programs.** *(500 characters maximum including spaces)*

**Describe your school's efforts to support student mental health and school climate (e.g., anti-bullying programs, peer counseling, etc.).** *(1,000 characters maximum including spaces)*

[up to 1.5 points]

### Pillar III: Effective Environmental and Sustainability Education

#### Element IIIA – Interdisciplinary Learning

[20 points total]

**Which practices does your school employ to help ensure effective environmental and sustainability education?**

[up to 5 points]

- *A written definition of environmental literacy.*
- *An environmental or sustainability literacy requirement.*
- *Integration of environmental and sustainability concepts across the curriculum in multiple disciplines.*
- *An environmental or sustainability elective course.*
- *An AP Environmental Science course (high schools only).*
- *An environmental or sustainability student club.*
- *An assessment of environmental and sustainability learning and achievement.*
- *Professional development in environmental and sustainability education for all teachers.*

**Provide specific examples of actions taken for each practice employed, highlighting innovative or unique practices and partnerships for each checked practice.** *(6,000 characters maximum including spaces, for all examples provided for practices highlighted)*

[up to 15 points]

#### Element IIIB – STEM Content, Knowledge, and Skills

[5 points total]

**How does your school use sustainability and the environment as a context for learning science, technology, engineering, and mathematics thinking skills and content knowledge?** *(2,000 characters maximum including spaces)*

[up to 2.5 points]

**How does your school use sustainability and the environment as a context for learning green technologies and career pathways?** *(2,000 characters maximum including spaces)*

[up to 2.5 points]

**Element IIIC – Civic Knowledge and Skills**

[10 points total]

**Describe students' civic/community engagement projects integrating environment and sustainability concepts and specify at which grade level each is implemented.** *(2,000 characters maximum including spaces)*

[up to 2 points]

**Describe students' meaningful outdoor learning experiences at every grade level.** *(2,000 characters maximum including spaces)*

[up to 2 points]

**Describe how outdoor learning is used to teach an array of subjects in contexts, engage the broader community, and develop civic skills.** *(2,000 characters maximum including spaces; include additional information in your narrative)*

[up to 2 points]

**Describe partnerships with the local community (e.g., academic, business, government, non-profit, and non-formal science institutions) that help advance the school, other schools (especially schools with fewer resources), school districts, and the greater community toward the Three Pillars.** *(2,000 characters maximum including spaces)*

[up to 2 points]

**Distinguish any other programs or features not included in the application that demonstrate ways that your school integrates core environmental, sustainability, STEM, green technology, and civics into curricula while highlighting innovative or unique practices and partnerships that provide effective environmental and sustainability education. If applicable, include examples of the evolution of your program over time.** *(2,000 characters maximum including spaces)*

[up to 2 points]